



# Chinese Historical Society of Southern California

## 南加州華人歷史學會

### VIA EMAIL

February 29, 2016

History-Social Science Subject Matter Committee  
Instructional Quality Commission  
California State Board of Education

Dear Members of the Board of Education, and Committee/Commission Members:

The Chinese Historical Society of Southern California, a California 501(c)(3) non-profit corporation, wishes to provide comments on the Draft History-Social Science Framework. We recognize that the Board of Education has the daunting task of providing appropriate curriculum guidance for an extraordinarily large and diverse student population.

As a history organization that has provided public programs for over forty years, including to school children from the Los Angeles area, we are committed to the accurate and sensitive presentation of history. While we know the framework does not necessarily reflect the actual content and teaching that is given to students, we have noted certain omissions or oversights, and areas that need elaboration or clarification, in order to provide better guidance to developers of textbooks and curriculum materials. We therefore submit the attached list of comments, in tabular form keyed to the framework's chapters, for your consideration. We submit this in the interest of supporting your goals of providing the best possible history and social science education for the students of California.

Very truly yours,

Donald Loo, Ph.D  
President

GRADE	CHAP-TER	PAGE	LINE	COMMENT
K	3	43	77	The exploration of American identity should be sensitive to the fact that many students live within a multi-national neighborhood, and that many families are trans-national.
1	4	54	136	Learning about times “past” does not recognize that many students and families do not have long roots in any one place, and may have experienced a rapid succession of environments. A more global context would be helpful.
2	5	62	61-67	Asking students about why people move should also consider that some students are in an interim living situation, or that some live in multiple locations. There is great mobility, sometimes by choice, sometimes not.
2	5	66	151-153	Teachers should be given more examples of American leaders to choose from, beyond Euro- or Afro-Americans, including Native-, Latino- and Asian-Americans such as sports hero Jim Thorpe, astronaut Franklin Chang Diaz, Olympic athlete Michele Kwan, or Governor Gary Locke, or architect-artist Maya Lin who has designed more major national memorials (e.g. Vietnam Veterans Memorial) than any other artist, living or past. Naturalized (as in the case of Chang Diaz, or Martina Navratilova) as well as native born Americans should be included, to give students the understanding that becoming successful Americans is possible for immigrants.
3	6	76-79		Discussion of the Constitution neglects mention of the Bill of Rights, which is the standard by which most major court issues are tested. Contemporary political issues such as voting rights, free speech rights, and citizenship birthright should be discussed to provide relevance to discussions of the Constitution and Bill of Rights.
3	6	81	173-175	There are many American heroes on the national level beyond Euro- and African-Americans who should be cited, to give teachers additional options and to broaden the ethnic and cultural perspective of American history. Native Americans, Asian Americans, and many others should be included.
4	7	89	118, 125	Native Americans should be consulted on usage of “Indian”
4	7	101	391	The California foreign miners tax was primarily directed at and enforced against Chinese miners. This unequal application of laws should be discussed in the context of economic competition, race politics, ethnic hate, and constitutional tests.
4	7	106	436-450	Chinese and other laborers built not one but many railroads throughout America, including Canada and Mexico. They also built roads, levees, canals, tunnels, and other infrastructure. The transportation networks, for people, goods, and water, enabled economic growth.
4	7	111	516-524	Any discussion of civil rights history should include the 61-year Chinese Exclusion period from 1882 to 1943, then restrictive quotas for another 22 years, anti-Chinese violence, the expelling of Chinese from many towns like Riverside, Pasadena, and many others, as well as construction of the Angel Island Immigration Station.
4	7	112	544	The defense-related industries also provided jobs for Asian Americans.
4	7	114	581-584	Filipinos were also at the forefront of the farmworker movement. Larry Itliong headed the Agricultural Workers Organizing Committee (AWOC) which merged with the National Farm Workers Association (NFWA) to form the United Farm Workers of America in 1965-66.
5	8	132	236	The discussion of who moved to North America is very Eurocentric and does not adequately cover the influence of Asian immigration.
6	10	217	934	There doesn't seem to be any discussion of other early civilizations in southeast Asia and Oceania.
7	11	274	850	Similar to above, no discussion of Khmer and other civilizations in southeast Asia.
8	12	365	970-975	The Angel Island Immigration Station was designed primarily to implement policy to limit Chinese immigration. The discussion on immigration restrictions should acknowledge the large Chinese role in supporting American agricultural growth.

9	14	392	216-217	Chinese Americans were also working in the defense industry and in professional positions but were denied, like African Americans, from certain neighborhoods due to restrictive covenants. Such restrictions were made illegal by the U.S. Supreme Court in its 1948 <i>Shelley vs. Kraemer</i> decision.
10	15	468	903	Should discuss role of Chinese Americans on the home front, working in factories, to fighting on the war fronts, in both Europe, the Pacific, and in China, especially with the Flying Tigers and its air service support groups.
11	16	511	191-193	The commentary on restrictions "from the western hemisphere" is unclear. The U.S. and Canada imposed restrictions on Chinese immigration, and that should be specifically noted. The California Alien Land Act was not an immigration law, but an prohibition on land ownership by non-citizens. There were multiple Chinese exclusion acts, passed in 1882, 1892, 1902, and 1904, which were not repealed until 1943.
11	16	516	238-245	Women reformers in the West included Margaret Culbertson and Donaldina Cameron, who established homes for girls rescued from slave conditions or who were poor or otherwise homeless.
12	18	637	555	Discussions of the global economy and globalization should consider how resource distribution, monetary policy, and labor markets have had an impact on the current unequal balance of trade between the U.S. and China. Unfortunately, certain ethnic or national groups tend to be blamed for world economic imbalances, when larger market and political forces are the true factor. Such economic understanding is needed to avoid ethnic conflict, and should be a part of public education.
11	18	511	191-193	The commentary on restrictions "from the western hemisphere" is unclear. The U.S. and Canada imposed restrictions on Chinese immigration, and that should be specifically noted. The California Alien Land Act was not an immigration law, but an prohibition on land ownership by non-citizens. There were multiple Chinese exclusion acts, passed in 1882, 1892, 1902, and 1904, which were not repealed until 1943.
11	18	516	238-245	Women reformers in the West included Margaret Culbertson and Donaldina Cameron, who established homes for girls rescued from slave conditions or who were poor or otherwise homeless.
12	18	637	555	Discussions of the global economy and globalization should consider how resource distribution, monetary policy, and labor markets have had an impact on the current unequal balance of trade between the U.S. and China. Unfortunately, certain ethnic or national groups tend to be blamed for world economic imbalances, when larger market and political forces are the true factor. Such economic understanding is needed to avoid ethnic conflict, and should be a part of public education.

11g

es

## Public Comment Invited on Draft History – Social Science Framework

Tom Torlakson announced last week that California is taking a step forward in updating its history-social science curriculum by inviting the public to comment on a new draft framework.

"This framework will help our teachers integrate our new standards in English language arts and English language development with our existing history-social science standards to better prepare them to be informed citizens and to get them ready for college and 21st century careers," Torlakson said. "This is an important step in our efforts toward emphasizing critical thinking, problem solving and communications skills."

The History-Social Science Framework for California Public Schools Kindergarten Through Grade Twelve will provide guidance for teachers, administrators, and parents on how a curriculum

based on content standards is implemented in the classroom in the context of California's diversity. This draft addresses events since the last framework was adopted in 2001, reflects changes in statute since then, and provides guidance on how to integrate the new California English Language Arts and Literacy Standards and the California English Language Development Standards into the history-social science classroom. The framework will provide direction for the development of instructional materials, curriculum, instruction, assessment, and professional learning.

The current draft framework includes major updates to the narrative course descriptions for kindergarten through grade twelve, as well as new chapters on assessment, access and equity, and supporting high-quality history-

social science instruction.

The draft framework has been posted on the California Department of Education History-Social Science Curriculum Frameworks web page. Members of the public may send comments on the draft framework directly by email to [hssframework@cde.ca.gov](mailto:hssframework@cde.ca.gov). The current comment period will remain open until Feb. 29, 2016. All public comments received during the field review survey will be presented to the Instructional Quality Commission and the State Board of Education for review and possible inclusion into the final framework. The board is scheduled to take final action on the framework by May 2016.

For more information on the development of the draft framework, visit the California Department of Education History-Social Science Curriculum Frameworks web page at [www.cde.ca.gov/ci/hs/cf/](http://www.cde.ca.gov/ci/hs/cf/).

ate Christmas

by Terry Miller

this drive  
sful, Dep-  
said there  
for more.  
many chil-  
brought up  
ndparent(s)  
nt or par-

page 2

Alhambra Press Dec. 24-30, 2015